

*Bulletin of the
School Library
Association
of California*

Vol. 8

November, 1936

No. 1

The Bulletin of the School Library Association of California takes the place of the Bulletins formerly issued by the Southern Section and the Northern Section. Articles and news for publication may be sent to the Editor, Helen C. Bullock, State College, San Jose, or to Mrs. Teresa C. Fulford, Associate Editor, 2955 So. Robertson Blvd. Los Angeles. Subscription price 75c for the year, 25c for single copies. Membership dues of \$1.50 include subscription to the Bulletin. Send dues and subscriptions to the Section Treasurers.

CALIFORNIA STATE LIBRARY

The BULLETIN of*School Library Association of California*

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Number 1

A WORD FROM YOUR PRESIDENT

As I look back over the experiences of October 17-18 at Hanford, "intangibles" seem to constitute the predominating impression. And yet, perhaps, the very fact that ninety-one school librarians from all parts of the state came to know and understand one another better is the greatest possible reward to be desired. I am positive that those of us who spent two rainy days together in October are better equipped to press forward in the work of the Association during the months ahead. From the point of view of "tangibles," two committees of state-wide importance have been appointed. A statement here of their function and personnel may be helpful. A *State Professional Committee* has been named whose purpose will be to coordinate all professional activities of state-wide scope, and to voice the mind of the Association in like matters. Problems concerning the new proposed library credential, and the cooperation of the Association with professional committees in other library fields will receive the immediate attention of this committee. Members appointed to serve are Joyce Backus, Chairman, Jewel Gardiner, Helen Pierce, Louise Roewekamp, Margaret Glassey and Elizabeth Neal. The committee will hold its first meeting early in January, and a report from the chairman will appear in a future issue of the Bulletin. The second state committee to be appointed is the *Steering Committee* who will carry on the investigation in connection with our *Secondary School Library Survey*. The function of this committee will be to assign responsibility for the analysis of the data now at hand, and to formulate a concerted effort to present this data, properly summarized and evaluated, to persons outside of our Association who need this information and who will benefit from the conclusions at which we arrive. The members of this committee are, Mr. C. F. Muncy, Chairman, Joyce Backus, Edith Schroeder, Hope Potter and Elizabeth Neal. In the immediate future, representa-

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tives from the elementary and junior high school fields will be added. The committee will hold its first meeting at Fresno late in November. And so you see things are really beginning to happen in our State Association. May the developments to date be an indication of vital professional growth in the months and years which are ahead.

—Elizabeth Neal, *President*

THE ENGLISH APPROACH TO SECONDARY EDUCATION

*By Miss Marjorie Hunter, The Grammar School,
Henley on Thames, England*

I choose a title involving Secondary Education because since I have been in California I have been asked many questions concerning our educational methods. I can only speak for the county of Oxfordshire and for Henley Grammar School in particular, but what I shall say is fairly typical of all English Secondary Education.

First of all, Grammar School in England is a name given very generally to a county secondary school of ancient foundation. For instance, Henley Grammar school was founded in 1607 to give instruction in Latin and grammar to the deserving boys of the town. Girls are now admitted.

In Oxfordshire, secondary education is not compulsory for all, but at the age of 10 plus or 11 plus all elementary school children must take an examination in English and arithmetic, as well as an intelligence test. As a result of this preliminary test some three hundred children gaining the highest marks above 65% are submitted to a further test again in English and arithmetic, but of a more difficult standard. Of the three hundred children who may have sat for the second examination the county can only afford to give one hundred forty free places. These one hundred forty children are therefore allotted to the respective schools in their district; the number going to each school being a fixed percentage of the previous year's number.

Meantime all parents of elementary school children taking the Free Place examination have been circularized as to their financial position. They must fill in a private paper showing income and number of de-

pendents. If a family's income is very low, in addition to a free education and books, a maintenance allowance may be given, although this is very rare, but travelling expenses, uniform allowance and free dinners are provided. A child who passes high enough on the examination to be awarded a Free Place, but whose parents' income excels the amount on which a free place is allowed is considered an Honorary Free Placer, but pays the full fees. So you see that every secondary school in the country has a nucleus of chosen children each September. In addition each local school admits other children who pay full fees. The admission of such children is at the discretion of the principal. Wishing to keep numbers high in order to get government grants for scholars, schools are tempted to lower the entrance standard and thus get two streams of ability: Free Placers, who should be average or above, and Fee Payers, who are sometimes below average.

Henley Grammar School is a public secondary school having government supervision, but it is administered from Oxfordshire on the financial and administrative side, though it has its own Local Board of Governors who naturally want to dictate to the Head Master or Mistress their particular policy. On the whole, their power is more nominal than real, but as many of them are local men, the local vicar, squire, draper, etc., they feel that they have a personal interest in the school and are often inclined to be over assertive in their wishes.

THE SCHOOL DAY AT HENLEY

Our school year starts in September. All entrants of 10 plus or 11 plus are put into Form II with an A and B division according to ability. All these new entrants follow the same course, English, arithmetic, with a little algebra and geometry, history, geography, French, science, art, music, woodwork, gardening, gymnasium and games. The morning starts with school prayers in the hall and then each form goes to its classroom where each pupil has his own desk with all his books and belongings. The teachers visit the classes which only move for such things as art, music, science, gymnasium and games. We begin work at 9:10 and have three 40 minute lessons until 11:10 when there is a break of one quarter hour. Children go into the playground or to the dining room for milk, lemonade, cocoa, biscuits, etc. Two more lessons of 40 minutes bringing us to 12:45 when there is an interval of 70 minutes for lunch. Then three more lessons of 40 minutes each and the day is finished at 3:50. The staff meets for tea in the Hall. On two afternoons of the week the Junior School has organized games

during the last period and another two afternoons the Senior School has organized games; boys, rugby and cricket; girls, tennis, hockey, net-ball and rounders. Each class has two periods of gymnasium during the week in addition.

Each form has a form master or mistress who is responsible for the internal discipline of his form. He spends ten minutes in his form room before prayers and again before afternoon school and at the end of the term he is responsible for making out a mark sheet for each child in his form, marks to be given to him by each subject teacher. Then in July a staff meeting is held which decides on the promotion of each child to the next form.

At the end of four years, in Form V at the age of 16, all scholars are supposed to take a public examination known as School Certificate. The examination is an external one and may be set by a board of examiners of one of the universities: Oxford, Cambridge or London. We take Cambridge and for a fortnight each summer some 40 boys and girls grapple with papers in English, French, Latin, geography, history, mathematics and science. In order to get a certificate they must pass in five subjects of which mathematics, English and French are required. As compulsory secondary education ends at 16, the School Certificate crowns the career of most boys and girls. From what I know of American education such a course would be considered college entrance, but it is compulsory for all through perhaps only 1 or 2% may go to college.

At 16 those students whose parents want them to stay longer go to the VI A Form where they can, within limits, choose their own courses, generally two main subjects and two subsidiary. They may then take a Higher School Certificate at the end of two years which will admit them, if of a sufficient high standard, to most provincial universities, but not to Oxford or Cambridge.

STUDENT LIFE

I have spoken rather fully of the intellectual side of the school. What of the social and disciplinary life? Girls wear uniforms, warm in winter, cotton frocks in summer. They must change their shoes when they come to school morning and afternoon. The use of powder, colored nail-polish, or lipstick is strictly forbidden. The boys are supposed to wear grey flannel suits or grey flannel trousers and blue blazers, but they do not conform to this in the upper school.

A perfect system looks after internal discipline. Senior boys and girls chosen for qualities of leadership, seriousness of character and general sociability, become first Junior and later if they prove their worth, Senior Prefects. The child prefects are known as Head Boy and Head Girl and they are in charge of policy for the group. Matters of behavior on playgrounds, in corridors, perhaps in the street, come under their jurisdiction and they are allowed to give punishments for what they consider offences, generally detention in the lunch hour or immediately after school.

Owing to the fact that most of the children are brought to school by school bus and must be taken away immediately after school, we can not develop much out of school life. However, one day a week buses come late and various clubs hold meetings. In the upper school, too, the whole of Monday afternoon is devoted to Hobby groups. Each boy or girl chooses either dancing, dramatics, music, art, woodwork or needlework and follows that group for a whole year. Thus individuality is allowed to expand.

English students are obviously more supervised and perhaps more disciplined than American children. We try to give as much freedom as possible and we have a minimum of rules as to silence and behavior. At the same time there is not the same casual, hail-fellow well met attitude which exists between student and teacher in America. In England the teacher is treated with respect and deference though the form master system tries to encourage friendliness and cooperation between teacher and taught.

As regards curriculum I should say that in America the student spends too short a period on his different subjects and may not get the mental discipline that a long period of study demands, whereas in England the children may spend too long on purely bookish subjects which are not sufficiently adapted to their after school life.

THE LIBRARY AT HENLEY

Naturally a conference of librarians would be interested in our library system. For a small school we have an excellent library, housed in a large bright room, with a good provision of shelves and a very representative collection of books. We probably spend something like forty pounds on library equipment annually. Each member of the staff is asked to give in a list of books that he would like and his wants are satisfied as far as possible. Fiction for junior boys and girls is

our greatest difficulty as it is hard to know what the latest suitable books are when we have no trained librarian. One member of the staff is in charge of the library. At the moment, the history mistress is responsible and though she has no actual library training, she has visited libraries and studied the subject as far as her other work will permit. The library is never used as a class room or study hall and as far as possible silence is enforced. The fifth form may use the library at any time, but the rest of the school has a limited time twice each week for taking out and handing in books. That time is in the lunch period, although occasionally a form is taken to the library for a period just to become acquainted with reference books and the general use of the library. We always have flowers and one good picture. Occasionally we may have a series such as Japanese prints borrowed from the Victoria and Albert Museum in London or lent by some friend of the school.

I feel that we do not make the same full use of our libraries as you do owing to the greater rigidity of our organization, but we do try individually to encourage the students to read and advise them as to what is suitable to their age and needs. Our difficulties are magnified by the fact that Henley-on-Thames possesses no public library and our students have no library contact beyond what we give them. May I use the privilege of meeting you all this week-end in a great propaganda work in Henley-on-Thames? I am very good friends with some of our school governors who are at the same time town councillors. I shall write and talk increasingly of what California is doing through its public and in particular through its school libraries to make the formal education of the classroom a living force through its contact with the great world of books.

Note: (The above article is taken from notes of the address given before the School Library Association of California, Hanford, October 18 by Miss Marjorie Hunter at present exchange instructor at the Alhambra High School, Alhambra, California.)

THE LIBRARY AND THE NEW CURRICULUM

By M. E. Muschlitz, Principal, Ventura Union Junior High School

Few, if any, parts of the school organization have been affected more by the changing philosophy of education than has the school li-

brary and its various implications. This change has had a great effect upon the scope of service expected from this source. Therefore, not only must we expect a new kind of library, but we must have a service that demands a new type of librarian.

Training centers for librarians have always been alert to train their members for the kind of service demanded by the employing organization. With this in mind schools may get the kind of library service that they demand.

What the school librarian is, so is the library. This may be carried further with the statement that the librarian holds the key position to the entire curriculum offering. No longer may the librarian be merely a keeper of books, a person who sits at a desk and charges "Tales of Adventure" or old time classics to boys and girls. She must know the philosophy of education of the particular school in which she is working. She must know the course of study as written by teachers and students. She must be ready to stand as a book advisor to administrator, teacher, pupil, and parent. Her attitude toward pupils and teachers makes the library a happy home workshop or a place to be avoided according to the librarian's ability to adjust herself to a vision of whole-hearted service.

Units of instruction need periods of definite planning. In this planning the librarian has an integral part. Books pertaining to units involved must be in readiness for use.

The librarian must keep a bird's-eye view of the reading abilities and interests of the various groups that pour into the library under the supervision of the classroom teacher in order that the best service may be given all students.

Parents will follow the well worn trail to the school library to get advice in reading for the adolescent boy or girl.

Add to this the fact that the librarian must be able to keep books of the ledger type, must be able to balance an often meagre budget. Yes, the library and the new curriculum offer a challenge to the new librarian.

COUNTY LIBRARY WORK WITH RURAL SCHOOLS

By Ella Parker Morse, Librarian Colusa County Library

The Colusa County Free Library has supplied pleasure reading and reference books as well as supplementary texts, pictures records and

stereographs to its elementary schools since they became a part of the system. It has always been our policy to fit our school service to the educational program. In mapping the plan of instruction for the school year 1934-35 the Board of Education decided to stress library reading and the language arts. They made few adoptions, thus leaving funds in our school budget to purchase more story books than usual. We realized that it was the time for us to work toward the completion of the goal of a library room in every large school and a library corner in every rural school.

It was an ideal year for the undertaking since State Department of Education Bulletin No. 11, "Effective Use of Library Facilities in Rural Schools" was ready. Miss Helen Heffernan came to the county for the first teachers' conference and devoted the afternoon to the presentation of this bulletin to the teachers. We had made the fugitive materials file box, the barrel chairs and the reading charts and posters described in the bulletin. With these and a lug box bookcase made according to a plan brought to us by one of our teachers, we set up a model library corner. In short, we attempted to give a library atmosphere to the meeting.

At the second conference conducted by the school people, which came about the middle of the fall term, the library and the language arts were again stressed. Miss Gretchen Wulfing of the San Jose school system led the group. She has a fine appreciation of children's literature and really inspired the teachers to promote pleasure reading. Mrs. Mildred Pryor, teacher-librarian of Colusa Grammar School told stories to the teachers, impressing them with the possibilities of story-telling, even in the upper grades. Pictures of attractive library corners were displayed.

As a special impetus to the principals of our larger schools we provided transportation to Sacramento and arranged for them to visit school libraries. There they were able to see real school libraries in operation and came home with a desire to put into practice, in so far as possible, what they had seen.

Later Mr. Leo Baisden came to the county. After visiting our larger schools he met with the principals and teachers, discussing with them the problems of administration involved in including library rooms and teacher-librarians in the school program. We are very appreciative of the time and help given us by Mr. Baisden and Miss Jewel Gardiner of the Sacramento school system.

During the year we had the constant help and support of our Rural Supervisor, Mrs. Ruth Edmonds. Our teachers responded in a concrete way. A library corner was set up in every one-room school, and library rooms equipped in the larger schools. Every pupil in the county had at least a twenty minute library period every day. Several of our teachers took the library courses offered at summer session. In short, during the year we completed the physical set up for library service and sold the idea of the school library as a definite part of the school program to the teachers. This year we are stressing reading guidance and instruction in the use of the library.

LUG BOX BOOKSHELVES

Forty pound lug boxes, also known as number six picking boxes are admirably adapted to making sets of shelves for library corners. They may be used in their made-up form or purchased in their knocked down state as box shooks at the lumber yard.

If the complete boxes are used the only carpentry that is needed is the nailing of sufficient lath strips on the back to hold the stack together firmly. The appearance of the completed shelves will be improved by removing the top cleats from the ends of the boxes before arranging them.

EDITORIAL

At its Hanford meeting the Northern and Southern Sections agreed to combine their Bulletins. This is the first issue of the Bulletin of the School Library Association of California. Unforeseen problems arose which delayed the printing of the Bulletin but we trust

future numbers will appear on schedule.

Full membership of committees, omitted from this number, will be included in the next issue.

The Editor wishes to express her appreciation to Mrs. Teresa C. Fulford, Associated editor.

—Helen C. Bullock, Editor

FIRST ANNUAL STATE CONVENTION

Hanford, California, October 17-18, 1936

ATMOSPHERE

A large sign "Welcome School Librarians of California. Is there anything we can do to please you?" was typical of Hanford's friendly hospitality. The sign, badges, flowers at the luncheon and daily papers at our door were gifts of Hanfords' Chamber of Commerce.

Jacob L. Neighbor, Principal of Hanford High School, welcomed us most cordially at luncheon.

Mrs. Edith Schroeder, Librarian of Hanford High School, who made all the local arrangements for our comfort, thoughtfully included transportation to her school. There we had our section meetings and the tea given for us by Mrs. Harriet Davids, Librarian of Kings County Free Library, and Mrs. E. S. Robinson, Librarian of the Hanford Public Library.

Place card riddles caused much merriment at dinner. Carol Carter, accompanied by Lynn McLean, sang two numbers. Frank Buckner welcomed us for the Hanford Chamber of Commerce. Miss Grace Mahin, of Compton, presented her hilarious original skit, "The Fatal Quest: an Account of the First Day of Lila Brary's Experiences in a School Library."

Following music by Miss Marjorie McLennan, Miss Helen Case, and Miss Helen Shepherd, the Drake Duo, Miss Mildred and Miss Dorothy, scintillated for us on the subject of "Living Drama", an illuminating account of their summer abroad.

Breakfast Sunday morning preceded a fascinating account of English secondary education by Miss Marjorie Hunter, exchange teacher at Alhambra High School this year. She told of the Grammar School, Henley on Thames, England, where she had been head mistress. (An article written by Miss Hunter from the notes used for her talk will be found in this issue of the Bulletin.)

At the brief business meeting, which closed the convention, two resolutions were passed: one prepared by the Professional committee favored equalization of educational opportunity and the other expressed the gratitude of the group to all who had helped make the convention a success. Three new names were voted on for addition to our roll of Honorary Members: Mrs. Robert Gordon Sproul, President of the University of California; Mrs. Irene Heineman, Assistant State Superintendent of Public Instruction; Dr. Aubrey A. Douglass, chief of the Division of Secondary Education, State Department of Education.

RESOLUTION FAVORING THE ESTABLISHMENT OF STATE WIDE MINIMUM STANDARDS FOR SCHOOL LIBRARY SERVICE IN CALIFORNIA

Since it is an evident fact that coordinated school library service is an important prerequisite of the modern and progressive program of instruction, and

Since the further reorganization of curricular offerings in our schools is dependent upon the development and improvement of school library service, and

Since the financial support of school libraries varies markedly in the several schools of the state, therefore

Be it resolved that the School Library Association of California go on record in favor of and work for the adoption of a state wide plan for the equalization of educational opportunity in California, and

Be it further resolved that the School Library Association of California recommend that the Equalization Program when adopted shall provide for minimum standards for the establishment and maintenance of school library service, and

Be it further resolved that the School Library Association of California cooperate with other state wide educational agencies looking toward the adoption of a complete plan for the equalization of educational opportunity, and the equitable distribution of the necessary costs.

MEETINGS OF THE SCHOOLS SECTIONS

BOOKS TO CAMPAIGN FOR

Mrs. Frances Clarke Sayers, Instructor in Children's Library Work at University of California School of Librarianship at Berkeley and author of children's books, presided at the Elementary Schools meeting. Mrs. Sayers reviewed a number of juvenile books from the viewpoint of their usefulness in

the elementary curriculum. Her selections for review all typified characteristics which she considers essential in children's books; child-like reality, imaginative quality, and life-like character portrayal.

Mrs. Sayers urged librarians to look at children's books from other aspects than their classification to discover the various ways in which individual books might serve in the school curriculum.

"S. O. S. LIBRARIANS"

The Junior High School librarians were most fortunate to have Mrs. Kathryn L. Francis of the Social Studies Department, Emerson Junior High School, Los Angeles, for their speaker. Her enthusiasm for her subject, her sound judgment in the appraisal of the new curriculum, her appreciation of the librarian's handicaps in assisting in the integration program, her keen sense of humor made her address timely, helpful, and thoroughly delightful.

Using a B 8 class as an example, Mrs. Francis reviewed new goals of education: character guidance, skills and drills and an appreciation of the socio-economic struggle of mankind. Since several buildings are being added at Emerson, the pupils determined upon "Building Emerson Junior High School" as a concrete example of the unit, Man and Machines. Under the guidance of the social studies teacher, the students resolved themselves into committees to study this problem from 1620 to 1936. Committees covered such subjects as: architects, landscape gardeners, carpenters, plumbers, steelworkers, interior decorators, and so on. All the B 8 teachers then

met and discussed the part they could take in the activity and found that all but the physical education teachers could integrate quite successfully.

Although the children worked in groups on different topics, yet they were united frequently to do certain pieces of work in common, such as; compositions based upon visits to the new buildings; talks by members of the board of education architects, and realtors; and lives of inventors whose inventions had made possible the age of machinery. Another common bond was their study in literature of builders, thinkers, and doers. **Literature and Living, Book II**, by Lyman and Hill, was given as an excellent example of this type of reading material.

The part the librarian took in this manifold activity was to furnish bibliographies, sets of books, individual books, maps, charts, visual aids and practically anything else called for. Classes came to the library as the need arose and materials were sent to them. In so far as possible class room libraries were set up where sufficient material was available for the various classes working on the same unit at one time.

Since the library is the heart of the school and the center of integration, "S.O.S. Librarians" is a call to be heeded and Mrs. Francis, with the preceding talk as a background discussed fully the help teachers needed from the librarian.

First: A professional faculty library containing the most recent and worthwhile books on the new philosophy of education, the best

of American and continental fiction to help teachers visualize the contemporary scene, and authentic and unbiased non-fiction on economics, government, and history to familiarize them with the socio-economic struggle of the world to-day.

Second: More library instruction to both teachers and pupils on the use of library tools such as the catalog, reference books, reader's guide, and so on.

Third: A more elastic library schedule. A schedule of classes made out at the beginning of the semester may be advisable to make teachers library-minded when a school is first opened but should not be necessary after a short time. Teachers should be able to bring their classes when the need arises.

Fourth: The library should be open as much as possible but quiet should be maintained at all times. Mrs. Francis most heartily agreed with librarians that the library was a place of quiet and concentration; that attendance should be purposeful and a privilege; and that at no time should the library be used as a study hall, detention room or means of discipline.

In conclusion Mrs. Francis said she realized fully the inadequacy of library help and the failure of some administrative offices to understand the Herculean task the librarian has undertaken with the new curriculum. She urged librarians to continue to petition for more help and more funds, advised class room teachers to join them in their requests and promised when she became "state superintendent to see that these needs were filled at once."

PREPARATION AND TRAINING OF SECONDARY SCHOOL LI- BRARIES IN CALIFORNIA

Miss Gertrude Memmler, Berkeley High School, presided at the Senior High School Section Meeting, introducing Miss Jessie Boyd, instructor at the School of Librarianship, University of California, Berkeley.

A grant had been made for the revision of the courses of training offered in the School of Librarianship at Berkeley and Miss Boyd was chosen to study the needs of the high school libraries of the state.

Miss Boyd visited representative libraries in secondary schools throughout the state. She interviewed principals, librarians and teachers, and sometimes visited classes in order to study the relations between library service and classroom procedure. Everywhere she asked for suggestions on the training of school librarians and it was these suggestions which she summarized in her address.

Miss Boyd divided her subject in two parts: Training of School Librarians; and Administrators and Librarians. In discussing Training, the speaker placed before the group two major points: shall school librarians receive specialized training in librarianship or shall they receive a general training with a major in librarianship. Time permitted only a limited discussion although it was agreed that there was a great need for a uniform standard.

Some of the points the speaker covered in discussing administrators and school libraries were: that trained librarians are short cuts to

economy; that some large junior and senior high schools do not have trained librarians, and that librarians should acquaint administrators with the true function of the library.

In speaking of the administrator's view point, Miss Boyd said that principals' attitudes were colored by their experiences, pleasant and unpleasant, with school librarians, and that the principals' ideal librarian was one with a winning personality, flexible ideas, good general training, and successful teaching experience.

ROUND TABLE DISCUSSION

Junior College Librarians participated in a Round table discussion. Various methods of keeping circulation statistics and purpose of such records were discussed. Circulation figures were also reported from several colleges, and the normal circulation figure of 25 to 30 books a year per student in a four year college (exclusive of overnight reserves) was mentioned. One college with a registration of 900 reported an average daily circulation of 150 seven-day or two-week books.

The question of open versus closed stacks came up for brief consideration. The general tendency among the libraries reporting seemed to be in favor of closed or supervised stacks.

Discussion on the problem of preserving order in the reading room revealed that almost all techniques are used, each library suiting its practice to its special situation.

Miss Elizabeth Neal reported on the status of the Survey, and on

the findings in the section devoted to professional training among librarians. This section of the reporting schedule shows that the professional education of Junior College librarians in the state runs all the way from none to a Master's degree in Library Science. It was agreed that all Junior College administrators and librarians should receive the tabulated results of that part of the survey dealing with their situation.

OPEN MEETING OF THE JOINT PROFESSIONAL COMMITTEE

At four o'clock Miss Margaret Glassey, chairman of the southern section called the meeting to order and presented Mrs. Evelyn Clement, Chief of the Divisions of Certification and Teacher Training, State Department of Education, who spoke on Present Trends in Certification.

Mrs. Clement told the group that today the tendency is toward a specialized kind of credential and that the State Board is ready to work with any group desiring its standard changed. To assist in the matter of standarization, the State Department has appointed a Scope and Sequence Committee to study standards of teaching training institutions in an effort to achieve greater uniformity.

All librarians are interested in the Survey Questionnaire sent out last spring. C. F. Muncy, Assistant Chief, Division of Research and Statistics State Department of Education reported on some of its findings. He then spoke on school library finance pointing out that the amount of money spent on school libraries varied within the state from less than fifty cents per pupil to over twelve dollars. He said that the State Department of Education has concluded that since the library is a necessity in carrying out a state program of education for all pupils, a provision should be made, by the state, for libraries in all secondary schools. Since this has heretofore been left to each district, the poorer ones have been forced to omit libraries. If library equipment is underwritten by the state, districts could be forced to provide adequate school library service.

To carry out such a program it will be necessary to make some changes in the law. Therefore educators must learn the facts concerning school libraries in order to help determine how much the state may be expected to help in a improved library program. The findings of the Survey will be most helpful in assisting those working on the problem to act intelligently.

NEWS NOTES FROM C. L. A.

Officers, District Presidents, Committee Chairmen, 1936-37

OFFICERS:

President: Robert Rea, Public Library, San Francisco.

First Vice-President: John H. Henderson, Kern County Library, Bakersfield.

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Second Vice-President: Sarah M. Jacobus, Public Library, Pomona.

Secretary-Treasurer: Mrs. Hazel Leeper, Box 84, Santa Monica.

DISTRICT PRESIDENTS:

San Francisco Bay: Jeanette M. Hitchcock, Stanford University Library.

Portola: Thelma E. Reid, Napa County Library, Napa.

Yosemite: Blanche Galloway, Madera County Library, Madera.

Golden Empire: Jewel Gardiner, Teachers' Professional Library, Sacramento.

Southern: Mrs. Bess R. Yates, Public Library, Glendale.

Redwood: C. Edward Graves, Humboldt State College, Arcata.

Mount Shasta: Ella M. Whittle, Public Library, Oroville.

COMMITTEE CHAIRMEN:

Education for Librarianship: May Dornin, University of California Library, Berkeley.

Finance: Clara Dills, San Mateo County Library, Redwood City.

Legislative: Herbert V. Clayton, State Library, Sacramento.

Library Standards: John B. Kaiser, Public Library, Oakland.

Membership: The First vice-president, ex-officio.

Public Relations: Mrs. Francis B. Linn, Public Library, Santa Barbara.

Publications: Mrs. Hazel Leeper, Box 84, Santa Monica.

Resolutions: The second vice-president, ex-officio.

SPECIAL COMMITTEES:

Civil Service: Eleanor Hitt, State Library, Sacramento. (To investigate the question of civil ser-

vice and study any proposed civil service legislation relating to libraries.)

Code of Ethics for Librarians: Coit Coolidge, Public Library, Oakland.

Professional Relations: Amy L. Boynton, Public Library, Lodi. (Committee composed of representatives of the California Library Association, the Schol Library Association, the California Chapter of the National Special Libraries Association, will serve as a clearing house for projects and plans sponsored by the three groups.)

Regional Planning Committee: Katherine E. Anderson, School of Librarianship, University of California, Berkeley.

(To direct a study of the possibilities and advantages of regional cooperation within the state.)

Relationship between Libraries and Schools: Eleanor Hitt, State Library, Helen Hefferman, State Department of Education, co-chairmen. (This committee will work with similar committees of teachers and members of the School Library Association.)

MESSAGE FROM THE C. L. A. EXECUTIVE COMMITTEE

Yosemite was chosen as the 1937 meeting place, with tentative dates set as May 19-22, 1937.

It was voted to urge district presidents to give the interests of school and special librarians consideration when planning district programs. It was pointed out that school librarians could often attend local week end meetings, when it

would be impossible for them to travel to another part or the state for mid-week meetings.

A new committee on Professional Relations was appointed this year, composed of representatives of the C. L. A., the School Library Association and the California Chapters of the National Special Libraries Association. It is to serve as a clearing house for projects and plans sponsored by the three or cooperative efforts of the library groups in the state.

Upon request of the Secondary Education Association of California the C. L. A. President was to appoint a representative on the editorial board of the Journal of Secondary Education.

SECTION FOR LIBRARY WORK WITH BOYS AND GIRLS IN AND OUT OF SCHOOL

Frances Clarke Sayers is the newly elected Chairman.

The annual meeting was held at Coronado, May 1-2, 1936, with Rosemary Livsey presiding. At this meeting the constitution was amended to make for better cooperation and to increase the interest of school librarians. Article IV, Officers Sect. 2, Council was amended to read:

The Section shall be governed by a council consisting of five members and one ex-officer member, namely, the President of the School Library Association of California. The active members of the council shall be: The Chairman, the Secretary, and three members appointed by the incoming chairman. Two of these shall be appointed on alternate years and shall serve for two years. The third member, serving for one

year, shall be the Section President of the School Library Association in that section of the state in which the annual California Library association is to be held.

Dues are fifty cents a year. Why not join? Pay dues to Jewel Gardiner, Treasurer.

C. L. A. CERTIFICATION LAW

The C. L. A. approved at its Coronado meeting the proposed Librarians Certification Bill and authorized its presentation to the 1937 Legislature. At the meeting poll of the entire membership was suggested.

Postcards asking for opinions, suggestions and remarks were mailed to the members November 11th. School librarians should re-read section 13 of the laws before sending in their approval. Does the section exclude school librarians from professional status as librarians?

SCHOOL LIBRARIANS ACTIVE IN C. L. A.

Margaret Girdner is a member of the Executive Board. Helen Pierce and Louise Roewekamp are members of the Professional Relation's committee.

Alice Anderson, Joyce Backus, Margaret Girdner are C. L. A. representatives on the Relationship between Libraries and Schools Committee.

Mrs. Frances Clarke Sayers is a member of the Public Relations Committee.

Joyce Backus is on the Legislative Committee.

Jasmine Britton is on the Code of Ethics for Librarianship committee.

Jewel Gardiner is president of the Golden Empire district.

Do you belong to C. L. A? Initiation fee \$1.00, annual dues \$1.00.

School Library Association of California, Bulletin—November

A LIBRARIAN GOES TO SUMMER SCHOOL

ELIZABETH ARNOT

Librarian, San Luis Obispo High School

My plans for the summer having suddenly gone awry, I wandered out to University of California at Los Angeles one day last June to inquire about the courses in Librarianship to be given there. I do not like Westwood, and I did not particularly want to go to summer school. The first shock I received was that it was not for me to choose; that privilege was reserved to the instructors. Only a limited number of students meeting definite qualifications of age, education, and scholastic records were to be admitted. The second shock was that the classes were to meet six days a week for seven weeks, as the work offered was equivalent to one-half of the first semester's work at Berkeley. A few minutes conversation with Miss Haines and with Miss Anderson, who was subbing for Mr. Mitchell, caused my indifference to give way to eagerness. An application was filled out, references were given, an airmail request for a transcript was dispatched; and I returned to Los Angeles provisionally admitted to the class.

A long, dull Sunday in a downtown hotel somewhat dimmed my enthusiasm; and by Monday I was hoping that Mr. Mitchell would veto my application. But after the first meeting of my class, my only prayer was that those long-forgotten credits would be good enough to permit me to remain.

Genial, witty, informal, Mr. Mitchell is no Moses leading the Chosen Ones out of a Desert of Discouragement into the Promised Land of Certification. But he did bring a message of renewed hope and encouragement to those librarians in service who have been conscious that their lack of library school training has been a handicap. He has decided ideas on library training and library service. It was in an effort to provide training for librarians in service that the courses were offered. The enthusiastic response has insured their continuance. Next summer the second half of the first semester's work will be given. And while the plans for the second semester have not been fully formulated, Mr. Mitchell assured us that somehow, somewhere, we would be provided for.

Miss Helen E. Haines of Pasadena, who gave the course in Book Selection, was a constant inspiration to her students. Her meticulous attention to detail, her panoramic view and encyclopedic knowledge of the whole field of book-making, her dynamic enthusiasm, and her happy facility of expression made her classes intensely interesting. The text used was her own book, "Living with books," the writing and publishing of which provided her with many well-chosen illustrations for her lectures. Her one short-coming was

the belief that everyone was as fond of work as she was; for her assignments took long hours of hard work. But since they were both interesting and practical, we

forgave her.

Courses to be given next summer are Classification and Cataloging by Miss Sisler, and Reference by Miss Coulter.

LOS ANGELES SCHOOL LIBRARY ASSOCIATION

On Wednesday, October 21, 1936, Los Angeles School Library Association held its first meeting of the year at Alexander Hamilton High School. The purpose of the meeting was both business and social and the two elements were most successfully combined under the guidance of Miss Florence Hurst, president of the association and Mrs. Teresa C. Fulford librarian of Alexander Hamilton High School and co-hostess of the evening.

The business meeting held in the beautiful school library was called to order by Miss Hurst and the session was devoted to reports of the state meeting of the California School Library Association held at Hanford October 17, 1936. Then Miss Hurst introduced Mrs. Gertrude Rounsavelle and Mrs. Margaret Clarke, members of the City Board of Education who spoke

briefly on matters of general library interest.

After a brief tour of the very attractive library and a few minutes of informal chat, Mrs. Fulford invited librarians and guests to the cafeteria where a delicious dinner was served. After dinner Miss Harriet Robbins, acting principal welcomed the group and Miss Hurst introduced the other guests, assistant superintendents, directors of institution, principals and vice-principals.

C. F. Muncy, of the State Board of Education was introduced and spoke of the recent state wide survey of secondary school libraries. Everyone present listened with much interest to Mr. Muncy's summary of the findings of the survey and what he proposed to do in applying these findings to practical problems of school libraries in the state.

NEW BOOKS FOR LIBRARIANS

Becker, May Lamberton, First adventures in reading.

Stokes, 1936, \$2.00

As this title indicates this suggests books for the very young child, and children of elementary school age.

Bennett, Wilma, Occupations and vocational guidance; a source list of pamphlet material.

2d. ed. rev. H. W. Wilson 1936, \$1.25

A new edition of a list which has been of great value.

Broening, Angela M. and others. How to use the library: practice exercises in the use of the more important library tools.

Noble & Noble, 1936. 65c.

This is the chapter on "Library skills," reprinted from **Reading for Skill** and substantially bound.

Carroll, John Stephen and Miller, Robert Bruce. The Carroll-Miller list of teaching aids and educational materials from commercial sources.

(California Department of Education Bulletin No. 20, October 15, 1935) 25c.

Suggestions for the pamphlet file.

Douglas, Clara. Book repairing, new ideas from the mender.

(University of Washington Extension Series No. 7, August, 1936) Seattle, Wash. 25c

A good handbook for students assistants.

Girdner, Margaret. Seventy outstanding children's books of the year. Mimeographed. (May be obtained by sending a self-addressed envelope to the Readers Guide, K. G. O., San Francisco Miss Girdner was interviewed by Janet Baird on Joseph Henry Jackson's radio hour on Sunday, November 15th. Miss Baird and Miss Girdner had a very interesting discussion of children's reading interests. Too bad the interview doesn't come with the list.

How shall we educate teachers and librarians for library service in the school?

Columbia Univ. Press, 1936, \$1.00

Findings and recommendations of the Joint committee of the American Association of Teachers Colleges and the American Library Association, with a library science curriculum for teacher-librarians.

Hutchins, Margaret, Guide to the use of libraries; a manual for colleges and universities .5th. ed. rev. H. W. Wilson, 1936, \$1.25 Retains the same general plan as the earlier issues.

National Council of Teachers of English. Books for small libraries, especially for work in English. The Association, 211 West 68th St., Chicago. 5c

Basic list for work in English in high school of less than 100 students, includes 112 books which, exclusive of fiction, can be purchased for \$137.00

Townsend, Mary E. and Stewart, Alice G. Guides to study material for teachers in junior and senior high schools, junior colleges, adult education classes.

H. W. Wilson, 1936. 75c.

Lists publications of research associations, library aids, bibliographies, magazines, etc.

Whipple, Gertrude. Procedures used in selecting school books. University of Chicago Press, 1936. \$1.50 Concerned chiefly with the choice of textbooks but includes some information about selection of recreational reading books and describes ways in which school librarians cooperate in choosing them in certain systems.

WE CALL YOUR ATTENTION TO:

"A Prince of a Student" is the title of an operetta, the words of which were written by **Edith Titcomb**, Librarian of the Woodrow Wilson Junior High School, San Jose, and the music by Mr. John L. McDonald, a teacher of Band and Orchestra in the same school. The members of the Glee Club and Orchestra will present this operetta on the evening of the 19th of November.

The Wilson Bulletin for October contains a letter from **Viole Otterman**, Librarian of the Herbert Hoover Junior High School, San Jose, describing her "Story Book Ball," which she carried on so successfully for a number of years during Book Week.

California librarians will read with interest the account of the Library Day Project, as worked out in the Garfield Junior High School, Berkeley, where **Elizabeth Patton** is Librarian. This appears in the October issue of *The Western Journal of Education* under the heading "Suggested Units for Book Week."

Robert G. Dennis, Superintendent of Schools of Siskiyou, is the author of a most interesting article "Rural High School Libraries—What is the Answer?", which appeared in the November *Sierra Educational News*. An experiment

in providing adequate library service for the small rural high school is being tried for the thirteen high schools of the county through a cooperative plan under the supervision of the county library. **Myra Minich**, San Jose 36, is the librarian in charge of high school service.

The October issue of the *California Journal of Secondary Education* is devoted to a symposium on Scope and Sequence Applied to Curriculum Revision. **Dr. Aubrey A. Douglass** of the State Department of Education presents summary of work done by the state committee on Scope and Sequence. Experts in the subject fields discuss their special programs. Librarians who want to keep in touch with new developments in educational philosophy will want to read this issue carefully.

Junior College librarians will be interested in the survey of Junior College Library Standards by **B. Lamar Johnson** which appeared in the *Library Journal* for September 1, 1936.

Another California librarian in the news is **Grace I. Dick**, Librarian of Pasadena City Schools who has contributed an article "Mounting the Picture Collection" to the November-December issue of *Reading and the School Library*.

HERE AND THERE AMONG FRIENDS

Friends of **Helen Courtright**, who for the past years has been supervisor of School Libraries in Long Beach, will be glad to learn that

she is thoroughly enjoying her trip around the world. Miss Courtright resigned her position in June. She was succeeded by **Mrs. Edwina**

Hicks, formerly the Assistant Supervisor. Miss **Edna Anderson**, from Polytechnic High School is assisting Mrs. Hicks in the Teacher's Library.

Janice Pidduck, for the past three years librarian of the Junior College at Ventura, sailed in August for a trip through the Canal to New York, where she will spend a year at Columbia University School of Library Service. Taking her place at Ventura is **Maude Coleman**, San Jose '31, formerly librarian at the Orestimba Union High school at Newma.

Alice Stoeltzing was transferred from the Lindberg Junior High School, Long Beach, to the new Lowell Junior High School.

Catherine Stalford is also enjoying a beautiful new library. She was transferred from the Horace Mann Junior High School, San Francisco to the new Marina Junior High. She was succeeded at Horace Mann by **Marie Delmas**, San Jose '34.

Mrs. Elizabeth R. White has returned to Lindberg Junior High School Long Beach, after a year's leave of absence spent in New York City. She reports a memorable year where she enjoyed the plays and some lectures at Columbia.

Elinor M. Alexander, U. C. '36, has become Librarian of the Union High School, Salinas.

Willfred Mac Intyre, San Jose, '35, succeeded Miss Violet Otterman as librarian of the Herbert Hoover Junior High School, San Jose. Miss Mac Intyre was formerly librarian of the Dixon Public Library. Miss Otterman has returned to teaching and is now at

the San Jose High School.

Two San Diego junior high school librarians report a delightful summer trip to the Hawaiian Islands, **Miss Ethel Song** of Woodrow Wilson and **Miss Marie Vaughn** of Horace Mann.

Jessie Boyd of the University High School, Oakland, taught at the University of Oregon during the Summer session. Miss Boyd also attended the N. E. A. conferences held in Portland and participated in one of the panel discussions.

Jeannette Morgan, Director of San Diego City School Libraries, drove up the Redwood highway to Portland for the meeting of the N. E. A. On her return she attended the Education conference at Stanford University, July 6-10.

Mrs. Maude Klasge Herron is on leave of absence from Jane Addams elementary school, Long Beach. Her position is being filled by Miss Treda Klaus who has had experience in Japan.

Mrs. Isabel M. Neales, has resigned after twenty years of service in the Chaffey Memorial Library, Ontario. Her many friends are extending her their very deep sympathy over the loss of three members of her family within a very short time.

Sydney B. Mitchell, director of the School of Librarianship at the University of California, is on sabbatical leave for the fall semester and is now in the east. Miss Della Sisler is Acting Director during Mr. Mitchell's absence.

Lillian Hyde is on leave of absence from Mission High School, San Francisco.

Jeannetta Gatch, formerly librarian of the Marysville Union High School and Junior College, has been appointed librarian of the Teachers' Professional Library of Palo Alto.

Rosalie Erdos has deserted the Los Angeles City School Library to become librarian of the Placentia Unified School district. She is in charge of the Valencia high school library and is organizing a centralized elementary and teachers' library for the district.

Aimee Hinds, San Jose '33, has been appointed librarian of the Branciforte Junior High school at Santa Cruz.

An extended trip to Alaska provided summer time adventure for **Cosette W. Anderson**, librarian of El Monte High School, and her sister Geraldine Anderson. Among their interesting experiences was a trip through the large Chantanka gold dredge, thirty-five miles north of Fairbanks.

Grace M. Mahin, U. C. '36 is now the librarian of the Grant Union High School, North Sacramento.

Olive E. Dagneau, U. C. '36, is now the librarian of the Grant Union High School, North Sacramento.

E. Winifred Hawes, U. C. '36, has joined the staff of the Junior College at Fullerton.

Mrs. Avis Meigs Paxton, has been appointed the first librarian of John Dewey part-time high school at Long Beach.

Carolyn Palmer, is the new librarian of the Berendo Junior High School, Long Beach.

Laura Grover Smith will be missed by students and faculty of Virgil Junior High School, Long

Beach. **Elsie Brown**, formerly librarian at Fremont High School takes her place.

Myrtle Imhoff, librarian of Roosevelt Junior High School, San Diego, toured the east by car during the summer. On her return trip she visited Boulder Dam.

Jasmine Britton, Supervising Librarian of the Los Angeles City Schools taught Children's Literature and the Use of Books and Libraries by Elementary Pupils and Teachers during the 1936 Summer Session at the University of Southern California.

Dr. Andrew Osburn has been appointed director of the new school of Library Service at the University of Southern California. The School did not open in September as anticipated but plans are being developed for a graduate course leading to the Bachelor of Science degree in Library Science. We were glad to have Dr. Osburn with us at the state meeting at Hanford.

Mrs. Winifred Elliott, librarian of Roosevelt Junior High School, San Jose, is on leave of absence for the autumn semester. She and her husband left in June for six months in Europe. **Madeleine Chargin**, San Jose '33, has been appointed acting librarian during Mrs. Elliott's absence.

Mrs. Esther Birdsall Darling and **Hildegard Hawthorne**, whom we found so delightfully stimulating at our Fresno meeting last year, have each added a new book to the field of children's literature. They are "Boris, Grandson of Baldy" (Penn, \$2.00,) by Mrs. Darling, and "On the Golden Trail" (Harper, \$2.00,) by Miss Hawthorne.

Jewel Gardiner, Librarian of the Teachers' Professional Library and Supervisor of Elementary School Libraries in Sacramento, spent the summer in San Jose where she taught courses in The Selection and Use of Books in Schools and The Library in the Elementary School during the summer session.

Agnes Christensen librarian of the Junior High School at Albany spent a delightful summer in Europe. We expect to hear more of her trip later.

All school librarians will be glad to hear that **Miss Mabel Gillis**, State Librarian, has fully recovered from her serious illness of last summer and is able to be on duty as usual.

Mrs. Mildred Beymer Graham, editor of the Handbook and for several years librarian of Roose-

velt Junior High School in San Francisco, has resigned to take up the duties of housewife. She is living at 1370 McKendrie St., San Jose.

Katherine Steele, librarian of the San Mateo Junior College, took an extensive trip through the eastern states during the summer. She has promised to write an article for the Bulletin about some of the interesting libraries she visited.

Margaret Girdner, Librarian of Galileo High School, San Francisco, was interviewed by Janet Baird on Joseph Henry Jackson's Reader's Guide hour over K.G.O. on Sunday evening, November 15. Her many friends enjoyed hearing her familiar voice, were glad to have Book Week brought before the public by her splendid suggestions.

CALENDAR OF EVENTS

November 23-25—C.T.A. Central Coast Section annual convention and teachers institutes. Santa Cruz.

November 23-25—Joint teachers institute; Butte, Colusa, Glenn, Tehoma, Shasta, Lassen, Plumas and Modoc Counties. At Chico.

November 23-25—C.T.A. Central Section annual convention and teachers institutes. San Francisco.

November 24-25—C.T.A. Bay Section teachers institutes. San Francisco and Oakland.

November 25—Executive Board, Northern section, School Library Association of Calif. San Francisco.

December 11—C.T.A. Conference on Modern Education. Hotel Biltmore, Los Angeles.

December 12—C.T.A. State Council of Education; semi-annual meeting. Hotel Biltmore, Los Angeles.

December 14-16—Los Angeles City teachers institute.

December 16-18—Placer County teachers institute. Auburn.

December 28-30—American Library Association, Midwinter meeting at Drake Hotel, Chicago, Illinois.

1937

February 20-25—N.E.A. Department of Superintendence annual convention. New Orleans.

May—California Congress of Parents and Teachers Annual Convention. Pasadena.

May 19-22—California Library Association, annual meeting. Yosemite.

June 21-26—American Library Association, annual meeting to be held in New York, N. Y. Headquarters at the Waldorf-Astoria.

June 26-July 1—National Education Association annual convention. Detroit.

NORTHERN SECTION PUBLICATIONS FOR SALE

HANDBOOK of the School Library Association of California. March, 1936. 25c.

INEXPENSIVE Series for Junior and Senior High Schools, compiled by Dora Smith and Helen Price. 1936. 25c.

Send orders to the Publications Committee, care of Helen Price, Librarian, Roosevelt High School, Oakland, California.



School Library Association of California

Permanent address State Library, Sacramento, California

President, Elizabeth Neal, Junior College Compton.

Vice-President, Cosby Louise Gilstrap, Alhambra City High School, Alhambra.

Treasurer, Jewel Gardiner, Teachers Professional Library, 21st and L Sts. Sacramento.

State-President Committee, Joyce Backus, Chairman, State College, San Jose.

Steering Committee for the Survey, Mr. C. F. Muncy, Chairman, Division of Research and Statistics, State Department of Education, Sacramento.

SOUTHERN SECTION

President, C. Louise Roewekamp, Huntington Park High School, Huntington Park.

Vice-President, Estelle Daisy Lake, High School, Glendale.

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Professional Committee, Margaret F. Glassey, Chairman, Emerson Junior High School, West Los Angeles.

Program Committee, Ruby DeKlotz, Chairman, High School, Venice.

Publicity Committee, Teresa Curtis Fulford, Chairman, Alexander Hamilton High School, Los Angeles.

Social Committee, Ruth Lewis, Chairman, Jacob Riis High School, Los Angeles.

Survey Committee, Hope L. Potter, Chairman, High School, South Pasadena.

HAVE YOU PAID YOUR DUES FOR 1936-37

Send \$1.30 to the Treasurer of
of your Section.

NORTHERN SECTION

President, Helen Pierce, Modesto Junior College, Modesto.

Vice-President, Dora Smith, State College, San Jose.

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Membership Committee, Martha Putman, State College, Fresno.

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Service to Small Schools, Helen Price, Roosevelt High School, Oakland.

Bulletin, Helen Bullock, State College, San Jose.

Teachers Colleges, Jeannette Van der Ploeg, State College, San Jose.

Junior Colleges, Ardel Thompson, Junior College, Modesto.

Senior High Schools, Margaret Berry, High School, Lodi.

Junior High Schools, Lella V. Price, James Lick Junior High School, San Francisco.

School Library Association of California, Bulletin - November



